

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	The Crusades
2	Module Code:	HIST27107
3	Credit Points:	20
4	Duration:	First Half Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST10111	Into the Past (pre-requisite for SH/JH History)
Pre	HIST10412	World History (pre-requisite for SH/JH History)

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History
		FT	HUMA004	BA (H) Communication & Society and History
		FT	HUMA012	BA (H) English and History
		FT	HUMA020	BA (H) European Studies and History
		FT	HUMA025	BA (H) Film & TV and History
		FT	HUMA029	BA (H) Global Studies and History
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA037	BA (H) History and Media
		FT	HUMA038	BA (H) History and Philosophy
		FT	HUMA039	BA (H) History and Politics
		SW	MODL008	BA (H) French and History
		SW	MODL021	BA (H) German and History
		SW	MODL034	BA (H) Italian and History

SW	MODL052	BA (H) Spanish and History
FT	EURX002	European Exchange (Second Half Year)
FT	EURX003	European Exchange (Full Year)
FT	INTX002	International Exchange (Second Half Year)
FT	INTX003	International Exchange (Full Year)

## 10 Overview and aims

The triumph of the First Crusade (1099) resulted in the establishment of a Western European community in the Levant for almost two hundred years. This course will examine how and why Christians from all over Europe joined crusade expeditions, and as settlers maintained their hold on the Holy Land. It will also consider the repercussions of their presence for the neighbouring Byzantine and Islamic worlds. At the outset, students will gain an understanding of the relationships between religion and violence in eleventh century society, as well as examining the internal and external pressures which led to the calling of First Crusade and the capture of Jerusalem in 1099. As the crusaders established themselves in the following years, we shall look at the Frankish way of life in the East, the political and economic position of the Christian settlements and the extent to which there was cross-cultural convergence between eastern and western cultures. The vexed question of whether the Latin states represented an early form of western colonialism will also be discussed. As 'jihad' or Holy War became the primary channel for Muslim opposition, the Latins discovered that their own resources were insufficient to meet a unified enemy and they sent appeals for help to western Europe and to the Byzantine empire. These calls for help led to yet more crusading activity which had mixed consequences for the settlers' tenure of the Holy Land. Other solutions, such as a permanent military presence in the form of Military Orders: Templars, Hospitallers and Teutonic Knights will also be addressed. In 1187, Jerusalem was recaptured by one of the most renowned Muslim generals of the era, Saladin. A number of crusades were launched to retake the city, including that led by Richard I of England, the 'Lionheart' and Philip II of France. Known as the Third Crusade, this expedition restored a number of significant ports and fortifications to Christian rule, but the Holy City remained in Muslim hands. Later the Fourth Crusade, originally destined for Egypt, ended up capturing and sacking the Christian city of Constantinople. As a result the Byzantine empire was replaced by the short-lived 'Latin Empire' (1204-61) in Greece. The Fifth Crusade also targeted Egypt, but after their initial success in conquering Damietta, the crusaders proved unable to consolidate their gains. Emperor Frederick II, who arrived too late to take part, went on to the Holy Land and negotiated the return of Jerusalem by treaty, but he was extremely unpopular with the established barons who were reluctant to accept him as their king. After his brief visit, political structures began to break down into civil war, and despite more crusades from the West, ultimately the Latin East was lost to the Mamluk sultans of Egypt by the end of the thirteenth century. In approaching the subject, this course will utilize a variety of primary materials from European, Byzantine, Jewish, Muslim and Syriac sources - all in translation. It is intended that students will gain some familiarity with the critical interpretation of contemporary material and become accustomed to using it in support of their arguments, as well as gaining a detailed understanding of the complex religious, political and social motivations and relationships between western Europe and the Near East.

## 11 Module content

Studying the Crusades

Mediterranean in the eleventh century

Developing Holy War

The First Crusade

Settlement of the Holy Land 1101-1131

The Second Crusade

Fulk, Melisende and Baldwin III : Latin East 1131-1163

Military Orders

The Muslim Response

Latin East up to Hattin 1163-1187

The Third Crusade

Innocent III and thirteenth century crusading

**12 Indicative reading**

Asbridge, Thomas S., *The Crusades: the war for the Holy Land* (London: Turnaround, 2010).

France, John, *The Crusades and the Expansion of Catholic Christendom, 1000-1714*, (London, 2004).

Housely, Norman, *Contesting the Crusades* (Oxford, 2006).

Jotischky, Andrew, *Crusading and the Crusader States* (Recovering the Past) (Longman, 2004).

Lock, Peter, *The Routledge Companion to the Crusades* (Routledge Companions) (London, 2006).

Madden, Thomas F. *A New Concise History of the Crusades* (Oxford, 2006).

Mayer, Hans E. *The Crusades*, trans John Gillingham, 2<sup>nd</sup> edition (Oxford, 1998) Phillips, J. P. *The Crusades, 1095-1197*, (Harlow, 2002).

Phillips, Jonathan, *Holy Warriors: A Modern History of the Crusades* (New York, 2009)

Richard, J. *The Crusades c. 1071-c. 1291* (Cambridge, 1999).

Riley-Smith, Jonathan *What were the Crusades*, 3<sup>rd</sup> edition (Basingstoke, 2002).

Riley-Smith, Jonathan, *The Crusades: a Short History* 2<sup>nd</sup> edition, (London, 2005).

### 13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

A1. Demonstrate a solid knowledge and understanding of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.

A2. Demonstrate awareness of the complexity of reconstructing and interpreting the past, the problematic and varied nature of historical evidence.

A4. Demonstrate comparative understanding of the histories of different countries, societies or cultures, and analyse historical processes through the assessment of continuity and change over extended time spans.

A6. Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence in the presentation and communication of these arguments.

A7. Read, analyse, and reflect critically upon historical texts and other source materials.

A8. Draw reasoned, informed conclusions about the past from incomplete, ambiguous and often contradictory evidence.
Skills, qualities and attributes. After studying this module you should be able to:
<p>B1. Assimilate material from a range of sources and use it to construct and sustain arguments orally, in written exercises of varying length and under timed conditions in examination.</p> <p>B2. Demonstrate effective written, oral, visual and electronic communication skills.</p> <p>B3. Demonstrate an increasing ability to apply problem solving skills through the use of contemporary historical evidence and secondary literature.</p> <p>B5. Learn from and contribute to the learning experience of others through participation in group discussion and team work, recognising the value of working closely with others.</p> <p>B6. Demonstrate some ability in the use of bibliographic and research skills in order to locate and evaluate sources of information, including online materials, reflecting an appreciation of the range of sources for historical study.</p> <p>B8. Demonstrate skills in time management, including the ability to work productively alone and in groups.</p> <p>B9. Demonstrate increasing independence, resourcefulness, flexibility and confidence in the organisation and completion of your work, and in the expression of your ideas.</p>

<p>14 <b>Teaching and learning</b></p> <p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p> <p>Lectures, seminars, tutorials</p> <p>Total contact hours: 39</p> <p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p> <p>Directed reading</p> <p>Research</p>
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Essay planning	
Debate preparation	
Total non-contact hours:	161

15	<b>Assessment methods</b>
This indicates the type and weighting of assessment elements in the module	
<u>Element number</u>	<u>Weighting</u> <u>Type</u> <u>Description</u>
1	100%   Examination   Unseen Timed 2 hours
<b>Diagnostic/formative assessment</b>	
This indicates if there are any assessments that do not contribute directly to the final module mark	
Participation and engagement in seminars and workshops on a group and individual basis.  Essay planning  Document analysis  Debate	
<b>Further information on assessment</b>	
This section provides further information on the module's assessment where appropriate	

<b>Document management</b>		
16	Module Title:	The Crusades
17	Module Code:	HIST27107
18	Subject (JACS) Code	
19	Cost Centre	139
20	School:	AAH
21	Academic Team	HLI
22	Campus	2 (Clifton)

23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by SASQC/DAG:		